

ALLENDALE SCHOOL DISTRICT

P.O. Box 458
Allendale, SC 29810

GRADES	PK-12	
ENROLLMENT	1,733 Students	
SUPERINTENDENT	Paula L. Harris	803-584-4603
BOARD CHAIR	Carl Love	803-632-3871
FISCAL AUTHORITY	District Board/Referendum	

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	2	11	1

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This district met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Unsatisfactory	Below Average	No
2004	Below Average	Excellent	No

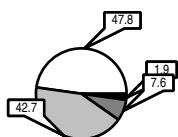
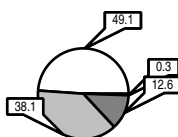
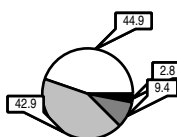
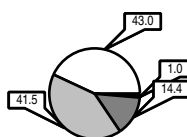
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

82.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
Our District

Mathematics

English/Language Arts
Districts with Students like Ours

Mathematics

English/Language Arts
Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	58.8	N/A	N/A	60.5	N/A	N/A
Passed 1 subtest	20.6	N/A	N/A	19.0	N/A	N/A
Passed no subtests	20.6	N/A	N/A	20.5	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	2.0	3.3
Seniors who met the SAT/ACT requirement	2.0	3.3
Seniors who met the grade point average	29.7	36.0

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	783	98.3	49.1	38.1	12.6	0.3	12.8
Gender							
Male	382	97.6	54.8	33.5	11.4	0.3	11.6
Female	401	99.0	44.0	42.2	13.6	0.3	13.9
Racial/Ethnic Group							
White	24	95.8	14.3	57.1	28.6	0.0	28.6
African-American	748	98.4	50.2	37.7	11.8	0.3	12.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	50.0	20.0	30.0	0.0	30.0
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	614	99.2	45.4	40.1	14.2	0.3	14.5
Disabled	169	95.3	63.2	30.3	6.5	0.0	6.5
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	783	98.3	49.1	38.1	12.6	0.3	12.8
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	779	98.3	49.0	38.3	12.5	0.3	12.8
Socio-Economic Status							
Subsidized meals	683	98.7	51.3	38.3	10.2	0.2	10.4
Full-pay meals	100	96.0	34.0	36.2	28.7	1.1	29.8
Mathematics							
All Students	783	98.2	47.8	42.7	7.6	1.9	9.5
Gender							
Male	382	97.4	50.4	41.6	6.8	1.1	8.0
Female	401	99.0	45.5	43.7	8.2	2.6	10.8
Racial/Ethnic Group							
White	24	95.8	9.5	61.9	28.6	0.0	28.6
African-American	748	98.3	49.2	41.9	6.9	2.0	8.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	40.0	60.0	0.0	0.0	0.0
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	614	99.2	43.3	45.4	8.9	2.4	11.3
Disabled	169	94.7	64.9	32.5	2.6	0.0	2.6
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	783	98.2	47.8	42.7	7.6	1.9	9.5
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	779	98.2	47.8	42.7	7.6	1.9	9.5
Socio-Economic Status							
Subsidized meals	683	98.5	49.1	43.0	6.3	1.5	7.9
Full-pay meals	100	96.0	39.4	40.4	16.0	4.3	20.2

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	142	98.6	40.8	47.2	12.0	N/A	12.0
	Grade 4	144	100.0	44.8	46.3	9.0	N/A	9.0
	Grade 5	141	98.6	70.9	26.0	3.1	N/A	3.1
	Grade 6	170	99.4	68.4	24.5	7.1	N/A	7.1
	Grade 7	126	100.0	52.6	42.2	5.2	N/A	5.2
	Grade 8	128	99.2	63.3	34.2	2.5	N/A	2.5
2004	Grade 3	112	99.1	35.2	38.9	25.0	0.9	25.9
	Grade 4	137	99.3	46.6	41.4	12.0	N/A	12.0
	Grade 5	153	97.4	54.1	37.0	8.9	N/A	8.9
	Grade 6	125	97.6	69.7	23.0	7.4	N/A	7.4
	Grade 7	153	98.7	48.0	43.2	8.8	N/A	8.8
	Grade 8	103	98.1	36.6	54.5	7.9	1.0	8.9

Mathematics								
2003	Grade 3	142	100.0	40.2	53.5	4.7	1.6	6.3
	Grade 4	144	100.0	42.5	46.3	8.2	3.0	11.2
	Grade 5	141	100.0	57.1	38.1	4.8	N/A	4.8
	Grade 6	170	100.0	53.5	35.5	10.3	0.6	11.0
	Grade 7	126	100.0	46.2	41.0	6.8	6.0	12.8
	Grade 8	128	100.0	57.0	42.1	0.8	N/A	0.8
2004	Grade 3	112	100.0	37.6	56.0	5.5	0.9	6.4
	Grade 4	137	99.3	41.4	45.9	8.3	4.5	12.8
	Grade 5	153	97.4	50.0	41.1	7.5	1.4	8.9
	Grade 6	125	96.0	55.8	33.3	8.3	2.5	10.8
	Grade 7	153	98.7	56.8	36.5	6.1	0.7	6.8
	Grade 8	103	98.1	40.6	50.5	6.9	2.0	8.9

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	145	89.7	26.9	43.1	24.6	5.4	30.0
Gender							
Male	79	87.3	29.0	50.7	18.8	1.4	20.3
Female	66	92.4	24.6	34.4	31.1	9.8	41.0
Racial/Ethnic Group							
White	4	I/S	I/S	I/S	I/S	I/S	I/S
African-American	139	89.2	27.4	43.5	23.4	5.6	29.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	120	88.3	19.8	45.3	28.3	6.6	34.9
Disabled	25	96.0	58.3	33.3	8.3	N/A	8.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	145	89.7	26.9	43.1	22.1	5.4	30.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	145	89.7	26.9	43.1	24.6	5.4	30.0
Socio-Economic Status							
Subsidized meals	116	89.7	29.8	42.3	22.1	5.8	27.9
Full-pay meals	29	89.7	15.4	46.2	34.6	3.8	38.5

Mathematics							
All Students	145	90.3	34.4	36.6	22.1	6.9	29.0
Gender							
Male	79	88.6	34.3	41.4	20.0	4.3	24.3
Female	66	92.4	34.4	31.1	24.6	9.8	34.4
Racial/Ethnic Group							
White	4	I/S	I/S	I/S	I/S	I/S	I/S
African-American	139	89.9	35.2	36.0	21.6	7.2	28.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	120	89.2	23.4	41.1	27.1	8.4	35.5
Disabled	25	96.0	83.3	16.7	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	145	90.3	34.4	36.6	22.1	6.9	29.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	145	90.3	34.4	36.6	22.1	6.9	29.0
Socio-Economic Status							
Subsidized meals	116	90.5	34.3	36.2	22.9	6.7	29.5
Full-pay meals	29	89.7	34.6	38.5	19.2	7.7	26.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	109	85.3%	101	2.0%	96	83.3%	N/A
Gender							
Male	49	85.7%	46	2.2%	47	80.9%	
Female	60	85.0%	55	1.8%	49	85.7%	
Racial/Ethnic Group							
White	5	100.0%	1	I/S	3	I/S	
African American	103	84.5%	99	2.0%	92	84.8%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	1	I/S	1	I/S	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	103	86.4%	101	2.0%	88	87.5%	
Disabilities other than speech	6	66.7%	0	N/A	8	37.5%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	0	N/A	
Non-migrant	109	85.3%	101	2.0%	2	I/S	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	1	I/S	
Non-LEP	109	85.3%	101	2.0%	95	83.2%	
Socio-Economic Status							
Subsidized meals	85	82.4%	73	0.0%	59	79.7%	
Full-pay meals	24	95.8%	28	7.1%	37	89.2%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	85.3%	88.4%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	96	142
Number of Diplomas	80	104
Rate	83.3%	73.7%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	397	418	401	441	798	859
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	14.7	18.9	16.1	19.6	17.3	19.7	18.0	20.4	16.7	19.7
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,733)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	97.2%
Retention rate	6.9%	Up from 4.1%	6.9%	5.3%
Attendance rate	97.6%	Up from 96.1%	96.2%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.7%		8.8%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	9.1%		8.0%	5.1%
Eligible for gifted and talented	3.0%	Down from 3.8%	6.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Up from 9.9%	10.9%	10.9%
Older than usual for grade	7.3%	Down from 7.5%	7.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 7.3%	2.1%	1.1%
Enrolled in AP/IB programs	5.4%	Up from 0.0%	8.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	238	Up from 167	59	157
Completions in adult education GED or diploma programs	66	Up from 38	6	39
Annual dropout rate	0.8%	Down from 1.9%	2.5%	2.9%
Teachers (n= 145)				
Teachers with advanced degrees	33.8%	Down from 34.0%	40.5%	50.0%
Continuing contract teachers	69.0%	Down from 69.3%	75.3%	84.6%
Highly qualified teachers**	92.7%	N/A	90.3%	92.5%
Teachers with emergency or provisional certificates	22.3%		13.5%	4.4%
Teachers returning from previous year	75.6%	Up from 71.7%	83.7%	89.9%
Teacher attendance rate	94.1%	Down from 94.4%	94.1%	94.7%
Average teacher salary	\$36,221	Up 1.1%	\$37,459	\$40,566
Vacancies for more than nine weeks	2.1%	N/C	2.5%	0.3%
Prof. development days/teacher	6.0 days	Down from 7.3 days	12.3 days	12.0 days
District				
Superintendent's years at district	2.5	Up from 1.5	3.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 15.3 to 1	19.0 to 1	21.0 to 1
Prime instructional time	88.5%	Up from 88.2%	88.1%	89.5%
Dollars spent per pupil*	\$10,946	Up 5.2%	\$8,650	\$7,217
Percent of expenditures for teacher salaries*	48.2%	Up from 48.0%	51.1%	55.6%
Opportunities in the arts	Good	Up from Poor	Good	Excellent
Parents attending conferences	99.0%	No change	93.8%	97.3%
Number of schools	4	No change	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	6.0%	Up from 4.0%	6.5%	4.3%
Average age in years of school facilities	40	Up from 39	30	26
Number of schools with SACS accreditation	1	Down from 2	3	8
Average administrator salary	\$65,695		\$62,959	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	15.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

Allendale County Schools remain committed to providing a high quality education for the children of Allendale County. To that end, we have continued our commitment to improved instruction based on data. We started the year with a retreat to look at and study the data from the previous school year to chart our course. This Report Card will reflect our areas of improvement and the areas that we need to continue to focus on. We take pride in the accomplishments of our students and staff. Here is a list of a few such accomplishments:

Allendale Elementary School won the Red Carpet Award
Nationally recognized Adult Education Program
State Adult Education Director of the Year
Allendale-Fairfax High School Seniors awarded \$400,000.00 in Scholarships
Twenty students awarded Life Scholarships
Four National Board Certified teachers
Increase in parental involvement
Increase in school volunteers

Next year will be filled with excitement and new opportunities. The renovations to Allendale-Fairfax Middle School should be completed mid-year and the students will be moving into their own space. The district has entered into a partnership with Edison Alliance to enhance our instructional program and learning environment. We thank the parents, community, students and staff for all their hard work in making the changes necessary to improve our schools.

If you have any comments or questions about this Report Card, please send them to me, Paula L. Harris, P. O. Box 458, Allendale, SC 29810